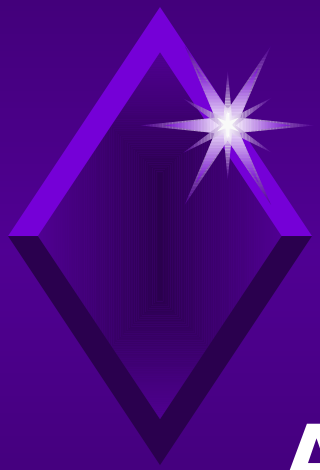
PUBLIC SPEAKING



AMEDDC&S

Professional Development Branch

APR 04

1. Terminal Learning Objective

Given information on public speaking identify some basic skills and various presentations to effectively convey ideas and messages IAW Ross, Raymond Samuel, Speech Communication: fundamentals and practice, Englewood Cliffs, NJ.: Prentice-Hall, 1983, PN 4121 R825 and Cannon, Walter Bodily Changes Pain, Fear and Rage, Scientist of New Atlantis

Enabling Learning Objectives

A. Given information on public speaking select steps in preparing for a public speaking event as stated in this lesson plan and IAW cited references.

B. Given information on communication select key factors IAW cited references.

C. Given information on the factors of communication select the key factors

D. Given information on headings and subheadings select in sequence, the three main headings and sub-headings IAW cited references.

E. Give a two to five minute presentation “Who Am I”.

1. Preparation

NOTE: For your presentation, u
the topic selected duri
the Dental Regulations
Exercise class.

a. Purpose of speech

(1) How to make something…i.e….

make a mix of alginate impression material.

(2) How to prepare…i.e…. prepare a SF 603

(3) Information…i.e….classe on infection control or hazard communication

b. Gather material from reliable
sources, i.e. books, regulatio
sub-courses, etc.

c. Audience consideration

(1) Prepare your speech
their level

(2) Careful when using
acronyms, abbreviation

d. Arrangement of topics/key points

(1) Chronological

(2) Difficulty

(3) Logical

1. Key communication factors

a. Overall appearance.

(1) Clothing - uniform, shoes

(2) Grooming - hair, nails, teeth

(3) Posture

b. Exhibit confidence

c. Eye contact with audience

d. Voice quality - don’t “tail of

e. Show enthusiasm - “PAZZAZ

f. Allow person with question o
comment to finish, don't cut
them off.

g. Try to incorporate students
answer even if it's not what
you're looking for.

h. Meaning, purposeful

gestures

i. Don’t talk down to audience

1. Controlling emotions

a. Most speakers are nervous

Following is a condensed excerpt from “Speech communications” by Raymond Ross: A study at a prominent state university revealed 60-75% of the students presenting speeches were bothered by nervousness. 35% of that group (approximately 20% of the total class) were bothered by severe

Another condensed excerpt on this subject is from Bodily Changes Pain, Fear and Rage. This is a abbreviated but vivid description of bodily reactions when threatening situations occur:

“Adrenaline in the blood is increased…which causes strong, rapid heartbeat, suspended activity of the internal organs, wide opening of the air passages in the lungs, delay of muscle fatigue, free perspiration, more red blood corpuscles to carry oxygen, faster coagulation

b. Not as apparent to audience

c. Being well prepared gives confidence.

d. Emotions ease as speech continues

e. More experience, less nervous.

f. Asking questions relieves tension and gives momentary break.

Review Lesson Plan Outline from Dental Regulation Presentation

1. Lesson plan outline.

NOTE: You must have each of t
following points in you
outline.

a. Introduction

(1) Opening statement - Get the attention of the class

(2) Objectives - Tell them what you're going to tell

b. Explanation - Tell them

(1) You may have as many points and sub-points as you feel necessary to develop your topic

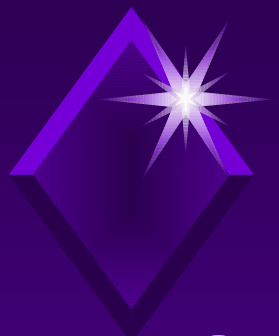
(2) The last point of your explanation will be questions from students.

<u>NOTE</u>: You may have several points and sub-points however, you must cover

3. Summary

a. Review of main points- tell them what you told them.

b. Closing statement - Tell them why this lecture was



NOTE: Don’t bring up additional points after explanation.

Discuss all main points during explanation part of your lecture.

QUESTIONS ?

E. REVIEW MAIN POINTS

(1) Preparation

(2) Key communication Factors

(3) Controlling Nervousness